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Bazaine to Napoleon, and but twenty-five from Bazaine to his military superior, the French minister of war. Quite a number of these are given only in brief extracts (probably as found in the papers used by the editor?) when the letters have been printed at length elsewhere. Nevertheless this publication is the most valuable of the kind which has yet appeared to illustrate the dealings of Marshal Bazaine with his chief subordinates and the fickle Mexicans, whether imperialists or republicans. The delicate position of a supporting general in his relations with a nominal emperor comes prominently into view through considerable correspondence with Maximilian's officials. One can readily trace progress from polite deference and kindly consideration to abrupt requests and peppery complaints. Likewise the grounds for fluctuating hopes of early success and fears of prolonged feebleness under the imperial régime appear in the reports from district officers to Bazaine, and in turn these are reflected by Bazaine in his letters to the French government.

Perhaps the most significant new contribution of original material given by Señor García consists of the negotiations between Bazaine and the venal Mexicans whom he was able to win over from Juarez to the support of the intervention. What has been largely conjecture about this shameful chapter becomes established by plain proofs. The series will also have great value for the light it sheds on the details of military operations as given in the reports of officers. Part VI. contains a very interesting memoir, extending to some seventy pages, by E. de Fleury, on Sonora and Lower California. Negatively, it may be remarked that the relation of the United States to the struggle in Mexico finds only the barest mention in an occasional letter. Will not the editor of the series put all readers under obligations by furnishing a good analytical index of the whole on its completion?

C. A. DUNIWAY.

TEXT-BOOKS

A History of Education before the Middle Ages. By FRANK PIERREPONT GRAVES, Ph.D., Professor of the History and Philosophy of Education in the Ohio State University. (New York: The Macmillan Company. 1909. Pp. xiv, 304.)

WHETHER there can be a science of education, whether *Kulturgeschichte* can be studied to advantage in cross-sections cut through the centuries by specialists who are not historians, and whether such studies are suitable to American colleges and high schools—these are questions to be asked, but perhaps not to be answered in a review. Professor Graves's book is well written. Its statements are as plausible as could be expected of such a succession of affirmations and generalizations about 2000 years of history, four or five civilizations, and three or four literatures. He seems to have consulted the recent authorities

to which reference is made in the notes for supplementary reading at the end of each chapter. The book is a good one of its kind. But the kind eludes serious historical criticism. It belongs to a species evolved by the struggle for existence and the competition for a foothold in the curriculum between such dubious "sciences" as sociology, general or comparative literature, ethnology, and pedagogy. Courses and text-books in these subjects meet in a way a genuine need of the expanding adolescent mind, the desire to soar out of the low region of encumbering fact, to cast off the shackles of logic or of precise historical or philological method, to take a bird's-eye view of all the ungracious past, and to generalize *de omnibus rebus et quibusdam aliis*. This demand is in my opinion better met by the outline course in universal history, supplemented possibly by a course in the history of civilization or the history of philosophy, for which last the history of science may be substituted if competent teachers can be found. But there is no more propriety in teaching the history of education to undergraduates and secondary students than there would be in teaching them the history of psychology or music or literary criticism (abridged from Saintsbury) or classical scholarship (abridged from Sandys). The facts excerpted and isolated by Professor Graves require for their interpretation an historical background which the American youth does not possess. It is hard enough to impart to graduate students in Greek a clear conception of educational conditions in the Athens of Plato and Isocrates. For such students the criticism of this book might prove a profitable exercise. The students for whom it is intended may memorize it; they cannot criticize it or understand.

PAUL SHOREY.

A History of Commerce. By CLIVE DAY, Ph.D., Assistant Professor of Economic History in Yale University. (New York, Longmans, Green, and Company, 1907, pp. xlv, 626.) Though good wine needs no bush, and needs it still less when it has been tapped for two years, it nevertheless remains both a pleasure and a duty to praise such a good vintage as is here found. Professor Day has given us an introductory text-book of commercial history, which, in my opinion, is unsurpassed. Nothing which the Germans or French have done of this kind, not even Richard Mayr's admirably concise *Lehrbuch*, the best of recent manuals hitherto available, is in all respects so satisfactory as this book. It meets a need which of late years has been increasingly felt in English-speaking countries, and removes a long-standing reproach to their scholarship.

In his introduction the author modestly lays claim to but one of Matthew Arnold's four desiderata of an introductory manual. But Professor Day has not only realized his aim of giving proportion to his work; it has as well the other qualities of clearness, brevity, and sobriety. There is no parade of scholarship, but even apart from the compact references to authorities at the end of the book, the reader soon